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ABSTRACT

The Independent Study Project of the Dallas Public Library has as its primary goal the testing of the feasibility of utilizing an existent public institution, the library, for enabling qualified persons to earn credits toward a degree through independent study and examination. More proximate goals are: (a) the assessment of demand locally for college credits through independent study, and (b) an assessment of the Dallas Public Library's capability for meeting the demand within its present resources for personnel, book funds and equipment. In the first report, and evaluation of the attainment of these goals is premature and can only be descriptive of what has occurred since the inception of the program in September 1971. The second report is the analysis of feedback information from individuals who have made inquiries about the Independent Study Project. Items included on the questionnaire will be utilized in assessing the following aspects of the program: (1) Information Media Through Which Participants Heard of ISP, (2) Type of Information Received, (3) Activity Level of Participants in Program, (4) Aid Received From Librarians, (5) Participation in Workshops, (6) Demographic Profile of Participants, and (7) Personal Characteristics of Participants Related to Their Activity in Program. (Related documents are LI003916 through 003918). (Author/NH)

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# EVALUATOR'S REPORT TO THE NATIONAL INTEREST COUNCIL:

MARCH 1 and SEPTEMBER 15, 1972.

Independent Study Project
Dallas Public Library
Dallas, Texas

Prepared by:

Betty J. Maynard, PhD.
Southern Methodist University

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# EVALUATOR'S REPORT

# INDEPENDENT STUDY PROJECT

# Dallas Public Library

March 1, 1972

Prepared by:

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The Independent Study Project of the Dallas Public Library has as its primary goal the testing of the feasibility of utilizing an existent public institution, the library, for enabling qualified persons enrolled, or not enrolled, in college to earn credits toward a degree through independent study and examination.

More proximate goals are: (a) the assessment of demand locally for college credits through independent study, and (b) an assessment of the Dallas Public Library's capability for meeting the demand within its present resources for personnel, book funds and equipment.

In this, the first report, an evaluation of the attainment of these goals is premature and can only be descriptive of what has occurred since the inception of the program in September 1971.

Assessment of Demand

Assessment of demand must first take into account that it is a stimulated demand, predicated initially upon the time and type of media advertisement of an innovation in higher education. The demand must necessarily come from individuals who may wish to receive academic credit for whatever purpose: self-enrichment, progress toward a degree, or a measurement of academic capability. The utilization of CLEP examinations for credentialling purposes other than through a college or university has not yet been explored in this community.

Since there is no way in which even a quasi-experimental research design could be implemented with the very limited funds for evaluation, the evidence of demand for the program must rest on a continuing, month by month, appraisal of requests for information, study guides, and reading lists.

Statistical records for measuring the demand have been kept by each of the five branch libraries. Data has been collected on: 1. Distribution of the CLEP literature; 2. Distribution of Reading Lists and Study Guides; 3. Directions given to patrons requesting information by telephone and in person by time of day; 4. Reader Guidance, by telephone and in person by time of day; 6. Exchange of materials by branch libraries.

The summary data compiled by the Project Director shows that 2372 brochures and booklets have been given to patrons. Almost two thirds of these have been the booklet on College Credit by Examination, about one fourth the Bulletin of Information for Candidates and only about 6 percent each, the Description of the General Examination and Subject Examination brochures. The booklet on What Your Scores Mean has been in very little demand.

The month of September, in which the program was started, is thus far the month of peak demand for information about CLEP. Thirty percent of all the brochures handed out were distributed in that month. The requests decreased in October, and reached their lowest level in November. There was an increase in December followed by fewer requests in January of 1972. Since the total demand is so heavily influenced by the general information booklet, College Credit by Examination, and there is no means for determining how many patrons take or request more than one of these brochures, the flow of the two brochures on the Description of the General and Subject Examinations may be more indicative of patron interest in the program.

With the comparable numbers of each of the Description of Examinations

brochures distributed being used as an indicator, approximately 45 persons were interested enough to look at the kinds of questions being asked on both types of examinations in the peak month of September. This demand fell in parallel fashion through December but increased in January. At the risk of over interpreting from very superficial data, there would appear to be about 130 persons to date who may have serious intentions of pursuing CLEP.

Table 1

BROCHURES DISTRIBUTED

| | Sept. | Oct. | Nov. | Dec. | Jan. | Total |
|---|---|---|---|---|---|---|
| Bulletin of Information for Candidates | 114 | 122 | 78 | 64 | 150 | 528 |
| College Credit by Exam | 469 | 419 | 198 | 338 | 144 | 1568 |
| Description of General Exam | 44 | 29 | 22 | 12 | 30 | 137 |
| Description of Subject Exam | 43 | 27 | 27 | 13 | 27 | 136 |
| What Scores Mean | | 1 | | | 2 | 3 |
| Totals | 670 | 598 | 325 | 427 | 353 | 2372 |

STUDY GUIDES - READING LISTS

| | | | | | | |
|---|---|---|---|---|---|---|
| All Guides and Lists | 359 | 407 | 260 | 229 | 558 | 1813 |

The requests for Study Guides and Reading Lists total 1813 through January 1972. (This includes reference copy use, before all guides were available.) The monthly flow of these materials presents a somewhat different picture from that of the CLEP brochures. The heaviest demand, representing about 30 percent of all guides, was in January, with the least demand occuring in November and December. This may

be an indication that there is some momentum occuring for the program but it is certainly too early for this to be an accurate assessment. The increase in demand for both the description brochures and the study guides in January is a parallel trend but the most important indicator, the taking of the CLEP examinations, has not yet been assessed. The time lapse of five months has not been sufficient to warrant a check of the list of names sent to the evaluator (in February) of patrons who have left their names, addresses and telephone numbers with librarians against the list of persons taking the CLEP exam at the SMU Counseling and Testing Center. Even this indicator will be approximate at best since it cannot be assumed that all test takers who have received aid from the libraries will necessarily take the test locally, nor can it be determined without a follow-up interview how effective an aid the library was for persons taking the test.

Future Assessment of Demand

The lists of patrons' names, addresses and telephone numbers attending workshop sessions and requesting information about ISP and CLEP will be used in the next month or two for a telephone survey requesting such information as the age, socio-economic status, use or non-use of the library for pursuing CLEP related study, the attention and helpfulness of librarians and the purposes for which CLEP scores may be used.

The initiation of a recording system to approximate for each of the branch libraries the number of requests for CLEP information from (a) patrons with library cards, (b) new patrons, as determined by requests for library cards at the time of request for CLEP information, would give some indication of the extent to which an innovation in service creates

more use of facilities by established patrons and additional use by new patrons because of a particular service.

Assessment of Capabilities of Meeting Demand with Present Personnel

The amount of time devoted by librarians to preparation for initiating the program, in meetings and reading literature, cannot be adequately assessed in relation to how that time would have been allocated to other activities. Time spent determining the books available on all the reading lists is another "cost" that is indeterminate. An accounting of time spent in assessing the need for new titles or extra copies of books required by CLEP patrons or interchange of books from one branch to another cannot be very precise. These expenditures can only be approximated by asking each of the Branch Librarians and the Central Office for an appraisal of the "extra load" necessitated by the program. Visits to each of the branch libraries by the evaluator were made in early February. From these visits the over-all judgment is that these "extra" demands on the librarians have been absorbed within the normal procedures of library functions thus far without causing an undue or unwanted burden.

Time and effort spent answering inquiries about the program can be assessed from the data collected; but it is not possible in any rigorous manner to determine to what extent there is any excess demand for librarian time. Since librarians do not keep continuous records on the number of questioners and the length of time taken to satisfy a patron's request, the base data required to determine to what degree the program has increased the work load is lacking. However, the number of telephone calls and personal inquiries for directions, reader guidance and indepth

discussion relating to CLEP materials, recorded since the initiation of the program, can be analyzed for an indication of time spent without reference to increased load.

A very approximate order of magnitude assessment of the time demand by patrons for CLEP materials and information is made possible by these data. Using average time spent, estimated by branch librarians, in the above activities involving professional librarian time and approximating the number of hours worked by one such librarian for five months to be 800 hours, 256 hours were spent disseminating information. This represents about one third time of one librarian being utilized for the program during the 5 month period within the work load of all five branch libraries.

Table 2

ALL BRANCHES

| | No. of Patron Requests | Ave. No. Minutes for Each Patron | Approximate No. Hours During 5 Month Period |
|---|---|---|---|
| Directions | 334 | 2 | 11 |
| Reader Guidance | 53 | 3 | 2½ |
| In-depth Discussion | 376 | 5 | 33 |
| Requests for Lists & Guides | 1794 | 7 | 209 |
| Total Hours | | | 256 |

A breakdown of this summary data in order to determine the "extra" load for each branch is possible, but does not seem warranted at this time since the librarians indicate that the program thus far has posed no problem for their staffs. One estimate was that if there were about a 25 percent increase in the number of patrons requesting service that

could be attributed directly to the CLEP program then there would be cause for concern.

From the interviews with the librarians in each of the branches it is fair to state a qualitative judgment that there is the capability and desire of the present staff to accommodate the present level of demand for information and guidance.

General Comments on Visits with Branch Librarians

Several general informational comments about the program based on visits with the librarians may be made. The librarians indicated that the demand for reader guidance that could be attributed to CLEP patrons was almost impossible to determine. Without their reading list in hand they are indistinguishable from regular patrons. Incidental use of the library for study related to the CLEP examinations by persons who never take the examinations will also be unmeasurable aspect of this program effort.

Another difficult to determine, but important factor of evaluation is the incidence of persons requesting information and guides who are not habitual library users. A repeated comment was that information and guides are given to persons who are unknown to the librarians and who do not, to their knowledge, return to use the library materials. This feeling that there was little follow-up use of their services for help in locating books or studying was a consistent theme of the librarians. It may be that these are patrons who use other branches or they are one-time walk-ins who having heard about the program may or may not be motivated to pursue it.

Assessment of Adequacy of Library Holding and Equipment

The investment in new or additional books especially for the CLEP program is easily assessed. Thus far, no book purchases have been directly attributed to the program. The cost of replacement of lost or damaged books cannot be readily calculated since they are used by other than CLEP readers.

Use of the other equipment of the library, tables, chairs, shelving by CLEP patrons can only be assessed relatively in terms of some judgment of what the increased use of the library in general has been. No attempt at this can be made in this evaluation report.

Tutorial Services

The efficacy of tutorial services cannot be evaluated in terms of the learning increment of the individuals involved. The only assessment can be in terms of the number of persons who respond to the announcement of any given session. Thus far within the short span of time for scheduling workshops, the indication from attendance records is that the initial interest was high in October at Audelia Road but dissipated for each succeeding session. Attendance at these sessions is, however, at best, an indirect measure of the "success" of the program.

Demographic Descriptions of Communities Surrounding Selected Branch Libraries

The demographic characteristics of the communities (combinations of census tracts) based on library designation of areas served surrounding the five selected branch libraries will be compiled as soon as the Census Bureau makes the 1970 data available. A profile of each community will show the age structure, type and value of housing, income levels, sex

ratios, educational attainment, racial composition, ethnic background (if desired), and occupational distribution.

REPORT TO THE

NATIONAL INTEREST COUNCIL

Independent Study Project
Dallas Public Library
Dallas, Texas

September 15, 1972

Project Evaluator:

Dr. Betty J. Maynard
Southern Methodist University

## Introduction

The Independent Study Project has as its primary goal the assessment of the feasibility of using the public library system as an information-resource center for enabling individuals to gain college credit through independent study. The intermediate goal pursued in this, the second report of the Evaluator, is the analysis of feedback information from individuals who have made inquiries about the Independent Study Project. Items included on the questionnaire will be utilized in assessing the following aspects of the program and in describing the personal characteristics of the participants:

I. Information Media Through Which Participants Heard of ISP
II. Type of Information Received
III. Activity Level of Participants in Program
IV. Aid Received From Librarians
V. Participation in Workshops
VI. Demographic Profile of Participants
VII. Personal Characteristics of Participants Related to Their Activity in Program

## The Questionnaire and Its Administration

As of June, 1972, the Independent Study Project had approximately 1200 participants, each of whom was given the opportunity to evaluate the project from the perspective of a user through the completion and return of a mail questionnaire. The questionnaire consisted of eighteen items designed to elicit information about the aspects of the program outlined above. A copy of the questionnaire is included as Appendix No. 1 to this report.

Although the method of gathering survey data by mail is not the most successful, as is indicated by the low percentage of return of the questionnaires, the constraints of propriety in questioning library patrons and the budget alloted for the evaluation phase of the program did not allow a more satisfactory method. Of the approximately 1200 questionnaires mailed a total of 214 were returned giving a return-rate of approximately 18 percent of those participating in the program. Only 206 of these were used in the computer runs for this report, eight questionnaires arrived too late for inclusion. This small return-rate necessitates a general caveat to the study. Where there is as small a percentage of the total population responding as is the case here conclusions based on the data cannot be said to reflect the ideas, practices, and experiences of the population as a whole with any degree of certainty. Since this may or may not be a representative group of the participants, the findings of the study must be considered tentative and subject to bias. The motivations of those responding may be a more extreme dislike or enthusiasm for the program than for those who did not chose to respond. Nevertheless it is thought that the analysis of the returned questionnaires will lead to some insights about who is making use of the service, how they learned about it and how they are using it.

Information Media Through Which Participants Heard of ISP

Almost half (48%) of the respondents to the questionnaire first learned of Independent Study Program through the newspaper. The library, and its branches, was the next most important source of information with almost twenty percent having learned of the program through printed announcements in the library or directly from librarians. The other media, television and radio, informed another twenty percent, with television the more important source (15%) of these. Other information sources, with each accounting for

less than five percent of the respondents, were "at work," "from a friend," and "through schools."

To a question asking if the respondents had been able to get as much information as needed about the College Level Examination Program, 70 percent said yes they had.

For this 70 percent, who have gotten adequate information about CLEP, the efficiency of the media in communicating cannot be accurately judged since respondents may very well have obtained more information subsequent to their initial contact. It is interesting to note, however, that of the small number (5%) who were exposed to the project by radio, 90 percent say they have gotten as much information about CLEP as they need. That they followed up their interest by requesting further information and got on the ISP mailing list would suggest that radio may be reaching a very small but very interested group.

Of the most sizeable group (48%) who learned of the program through the newspaper, 69 percent say they have gotten as much information about CLEP as they need. This suggests that a fairly large group of newspaper readers (27%) * have either not followed through to get more imformation, or that their need for further information was not satisfied by reading the newspaper material and/or other information made available to them. Much the same may be true of the T.V. audience (15% of all respondents); 29 percent do not have all the information they need about the program.

The library, which was noted as the first source of information by about 20 percent, supplied adequate information to 80 percent of these respondents.

Reading lists and study guides have been obtained by 77 percent of the respondents. Looking at this group in terms of their initial source of

* No response to this item was 4 percent.

information about ISP, the small group of radio listeners are again either a highly motivated group or the radio messages are very effective in communicating information about the program. All of the radio listeners have study guides and reading lists. This is also true of another small group; those who learned of the program "from a friend." For the other sizeable groups, those learning of ISP by newspaper and T.V., 74 percent and 71 percent respectively have gotten reading lists and study guides. Again the newspaper and T.V. audiences tend not to have followed through on their initial interest in the program in the same degree as radio listeners.

Those who learned of the program through the library have almost all obtained the reading lists and study guides -- 93 percent. Thus far, the radio, word of mouth, and exposure in the library appear to be the best initial sources of information for those who follow through at least to the point of getting reading lists and study guides.

There is another relationship that may deserve attention -- that between the source from which information is gained and the intention of the participant to use the CLEP exams for college credit. For those who had first learned of the program through the library (20%) there is a tendency for there to be fewer expressing an intent to use CLEP for college credit (57%) than for those who learned about the program through other media. One interpretation of this could be that those people encountering CLEP through the library are regular patrons of the library who will evidence interest in a new program that the library offers but may not fully intend to pursue it. As for the other two significant sources of information and their possible relationships with intent concerning CLEP for college credit, television appears to account for a higher proportion who intend to take CLEP exams for credit (80%) than does the newspaper (72%). It is beyond the scope of this evaluation to analyze

the relationship between the content of the media presentations and responses of intention to pursue the CLEP program, but there is some basis here to suggest that the regular library patron may not be as interested in pursuing the ISP program as those individuals who first hear of the program through advertisement in the media of radio, T.V. and the newspaper.

Type of Information Received

Respondents were asked, as mentioned above, if they have been able to get as much information as they needed about CLEP. To this question almost three fourths (70%) replied that they had received as much information about CLEP as needed. The level or kind of information sought by the remaining 25 percent (5% did not answer the question) can be inferred, and is suggestive only, from a subsequent question which asked what kind of help was wanted from librarians. Although only 63 percent of those who said they had not been able to get as much information as needed gave an answer to the question of what kind of help, the most frequent replies are of two kinds: (1) they want lists of readings, what books are available, general information on CLEP; and (2) they want more specific information on CLEP and information about college credit. The first group generally do not have reading lists or study guides and have not used the library. They appear to be persons interested in the program who have not yet taken the initiative in getting materials or starting a reading program. The second group appears to be involved to the point where they need specific information about CLEP and their particular program in pursuit of college credits. They are requesting information which librarians are not equipped to give -- counseling about specific college credits based on the students educational career pattern.

Selected responses from these two groups are: Group No. 1: "List of readings, works available, perhaps, study groups;" "Lists of books to study;" "Complete information on CLEP exams -- mainly prices and exam subjects."

Group No. 2: "Mainly, I would like progressive help in understanding the correct advantage in the CLEP exams and how to study for them in limited time;" "The amount of college credit one would need to enter a senior college on a sophomore or junior level;" "What subjects, and how many credits are required for a specific bachelor's degree."

Study guides and reading lists have been obtained, as stated earlier, by more than three fourths (77%) of the respondents. Although this may indicate that the dissimination of these guides and lists is rather wide, their use and usefulness are the more important questions which will be addressed in the following sections of this report.

Activity of Participants in the Program

Two thirds (67%) of the respondents indicate they are active in the program. A respondent is defined as being active if he is presently using a branch library for reading and studying (Q.4) or is using books from the Dallas Public Library or any other source (Q.5 and 5a) whether or not a study guide or reading list has been obtained (Q.3).

Only about one fifth (19%) of the respondents say simply they are not active; another two percent say they are not active at present and will not use the services of the program. The remaining (12%) indicate either that they are not actively studying now but will do so when their personal situation permits (9%) or they are still interested but have not yet taken advantage of the program (3%). In summary, about four fifths of the respondents are either presently active participants or potentially so. Of the remaining one fifth only 3 percent indicate they will not participate.

Another indicator of potential activity in the program is the intention to take a CLEP exam for college credit. Over two thirds (68%) indicate they intend to take an exam.* It may be suggested that those who are defined as active and also say they intend to take a CLEP exam are the "hard core" participants in the program. Almost one half of all respondents (48%) fit in this category. They are presumably actively studying toward the goal of taking a CLEP exam for college credit. If we add to this "hard core" group those who say they are not now active but will be later and those interested but inactive, who all intend to take a CLEP exam, the percentage of "hard core" participants increases to 57 percent of the respondents.

Those respondents who are active participants in the program but do not intend to take a CLEP exam should not be overlooked since they too are utilizing the services offered by ISP. They represent 14% of all respondents. Again, adding to these active participants in ISP those who are not active but will be later and those who are interested by inactive, this percentage of ISP participants increases slightly to 15 percent.

Looking separately at the items that have been used to indicate an active participant will give some idea of use of the branch libraries for studying and the call for books from the system and other sources. Only those repondents who have copies of a subject matter study guide and reading list (77%) were to answer the question on use of branch library for reading and studying. Of those who have guides and reading lists, over half (53%) say they are using a branch library for study. With or without guides and reading lists, this accounts for two fifths or 40 percent of the total number of respondents using the branch libraries for study and reading. The reading lists have been referred to indirectly in a substantial number of the comments

* 12 percent did not answer this question.

to open-ended questions. So it is worth stating at this point that in general tone these comments reflect the criticism that the lists contain too many references without direction being given about the books or articles most likely to be the most interesting and helpful. The requests were for shorter reading lists and more pointed indications of which books are most important and helpful.

Of the 20 percent of all respondents who do not intend to take a CLEP exam for college credit almost three fourths (70%) nevertheless say they are actively studying toward some other goal. These 20 percent of the respondents are using the study guides and reading lists for a variety of purposes, some with dual or more goals in mind. Exactly one half of them are studying for personal enrichment alone. Ten percent are using the guides and reading lists as aids in formal school work; another 5 percent say their study is to gain job-related information. Various other uses account for another 13 percent of this group. The remaining 13 percent who give responses have one or two of the above goals as well as the purpose of taking the CLEP exam. These same 13 percent have responded however that they do not intend to take the CLEP exam for college credit.

Use of books from the library system is a practice of over half (53%) of all respondents. Since this percentage is higher than that indicating those respondents who have a study guide and are at the same time are using the branch libraries for studying, some of the respondents are presumably pursuing independent study without necessarily using the branch libraries for reading and studying. An additional 14 percent of the respondents are using books obtained from sources other than the Dallas Public Library. With both the Dallas Public Library and other sources for books combined, 67 percent of the respondents, the active participants, have again been identified.

In summary, 40 percent of all the respondents are using the branch libraries for study and reading, 67 percent of all respondents are using books from either the Dallas Public Library or other sources.

Almost all of those using the branch libraries for study (40%) are also using books from the library system (37%). Some 6 percent of the respondents use the library facilities but say they get books from sources other than the Dallas Public Library. Reasons for this were not requested but, as will be noted later, there were responses to open-ended questions to the effect that books on the reading list were sometimes hard to get and a few would like to have a longer period of retention for books.

The sources for books other than the Dallas Public Library were given by the respondents. Accounting overall for 21 percent of the total respondents giving this information, 30 percent of these bought the books, another 30 percent got them from a private source, or friends. Of the remainder, 19 percent already had them in their library and 21% got the books from other libraries, public and college.

Aid Received From Librarians

Almost two thirds of the respondents (63%) noted that they have requested information or advisory service from librarians about the study guides, reading lists or CLEP exams. Most of these (72%) have also indicated that they intend to take the CLEP exam for college credit. However, almost a third of those who say they intend to take the CLEP exam have not asked for any information or assistance from a librarian. This may be a very self-sufficient group or one whose members who have not yet committed themselves realistically to the CLEP goal.

The kind of help received from the librarians has been varied and almost all (92%) of these who have asked for aid indicated the kind of help they

received. The most frequent comment (38%) was a general one that librarians had been very helpful to helpful without specifying how. Another third said the librarians had given them an explanation of ISP and ISP materials. Aid in locating books was mentioned by about 17 percent and the remaining comments (12%) were of a general negative, not helpful to being done a disservice.

In response to the question about what kind of help would be desirable, the most frequent comment (30%) was that help is sufficient or help is not needed. General help with ISP and CLEP information as mentioned in the section on Type of Information Received was sought by 15 percent and specific help in how to use ISP and CLEP to the best advantage by 20 percent. Another 19 percent would like aid in gaining access to the materials that are on the reading list and other related materials. About 6 percent would like to see an expansion of resources materials to include computerized teaching aids, or video tapes of workshops. Discussion groups for subject matter areas were requested by a few (3%) and about 7 percent would just like to see the program expanded with more resources and for more groups of people.

A second question of this nature asked if there is some special way in which the library or librarians could help. About a third (32%) responded to this open-ended question. Of these not quite half (42%) said there was no special help needed or that they did not know what kind of help to request. The most frequent reply (16%) of those requesting special help was for sources or leads to sources that would supplement the services of the library. Some verbatim comments are: "I would like to see a special reading section of books on topics you are studying;" "Specific counseling."

Others (12%)would like more direct help from librarians. "Show us the books which is really of use to our ISP." "A little more 'volunteered' in-

formation. I am sure the librarians could provide detailed help if students knew the right question." More and better worships are wanted by about 13 percent. Other miscellaneous comments: "Make sure they have the books." "Have more libraries participating including suburban libraries, e.g., Farmers Branch."

Workshops

Less than a third (29%) of the respondents have attended a workshop given at a branch library. Of these more than four fifths (83%) said it was worth the time and effort to attend. However, of these who wrote comments about why it was or was not worth the time and effort almost a fourth (24%) had negative reactions. Some few said it was not helpful, others that the lecturer was poor and the time was poorly spent. A few said the workshop was too general in content. The remaining more numerous group (76%) had favorable reactions. They said the workshops were helpful, helped them to understand how to make better use of reading lists and the library. Some complimented the lecturer (18%) and said they were encouraged to make a greater effort (11%). Discussion and testing of ideas with others was a positive reaction of 17 percent.

In general the workshops seem to have been a success with most who have attended and their spontaneous request for more workshops in answer to other questions would lend support to this conclusion.

Some general comments indicate that some participants would like to have the workshops supplemented by assistance from someone knowledgeable in the field of study who could be available by television or in person. This is an extension of the need expressed earlier in the report for special counseling and encouragement. It would seem that some of the respondents involved in

the program would like to have the advantages of a university or college setting made available to them within the "free" resources of the public library system.

Scheduling of time of workshops was commented on by a number of respondents. Some request that they be scheduled at night, others want them in branches located closer to their residence. The significance of these comments is that you cannot please all the patrons all the time with the multiplicity of time and place combinations possible, and still expend resources efficiently.

Demographic Profile of Participants

A profile of the demographic characteristics of the participants in the program briefly delineated using the modal characteristics available from the questionnaire is: The average participant in the ISP is a female employed full-time as a clerical worker who is between the ages of 41 and 50. She has attended college but probably has not obtained a degree.

Almost three fourths (74%) of those responding to the questionnaire are women and a particularly large number of these women are not as might have been expected housewives who are searching for some way to employ extra time they might have. Almost two thirds (65%) of the women respondents are employed full-time or part-time with only 4 percent of them being unemployed at the time of the survey and 2 percent retired. Twenty six percent are housewives and 3 percent are full-time students. The males are all in the labor force; over 90 percent are employed full or part-time. The remaining were unemployed at the time of the survey.

With 67 percent of all respondents employed full or part-time, their occupational structure is of interest. The greatest percentage is employed in clerical work (40%). Since clerical work is generally done by females

this is accounted for by the fact that 90 percent of the clerical workers are in fact women and women represent three fourths of the respondents. Almost one third (32%) of the employed respondents have professional and technical positions. Women predominate here also, with 68 percent of the professionals being women and the remaining 32 percent males. All other occupational categories are represented by small numbers with Managers and Proprietors, and Sales workers accounting for 16 percent each; Craftsmen, 14 percent; Public Employees, 11 percent; Service workers and laborers combined, 7 percent. In these small occupational groups women predominate except as Public Employees, Service workers and laborers. Sales workers are evenly split between female and males.

A total of 69 percent of the respondents have attended college or may be college graduates. Twenty four percent have a high school education and only 4 percent have less than high school. (Three percent did not respond.) With the program being aimed at those without college hours it must be surmised that a larger number of these people with some college have only a few hours of college credit and are looking for some methods to increase that number of hours without involving a large expenditure or taking the time from their jobs to return to college in the conventional manner.

As suggested in the profile of the typical respondent, they tend to be in their middle years of 41-50 (32%). Almost half, however, are 40 years of age and below; with 27 percent between 31 and 40; 21 percent between 21 and 30 and a small percentage, 2 percent, below 20 years of age. A sizeable group of the over fifty accounts for 15 percent with only 2 percent of those 61 years of age or older.

As would be expected the older the respondents (between 21 and 60) the higher the proportion with a higher educational level. Half of the 21-30 group

have some college, 71 percent of the 31-40 age group, 78 percent of the 41-50 and 88 percent of the 51-60 age group have some college education.

Personal Characteristics of Participants Related to Their Activity in the Program

Being presently active in the program tends to vary by age. For example, taking only the 21-60 age groups, over 70 percent of each of the youngest and oldest -- 21-30 and 51-60 age groups are studying and/or using books from the library. Fewer of the two middle age groups 31-40 and 41-50 are active participants, 63 percent and 65 percent respectively. If the active participants and those who indicate they are potentially active by saying -- not now but will be active or interested but inactive -- are added together, the age groups from 21 through 50 have about 80 percent each who are or will be active, but of the older age group 51-60, perhaps looking forward to retirement or more leisure time, 85 percent are either active or potentially so. Some 15% of this latter age group are not active but none indicated that he or she will not participate. This age group is the smallest of these being analyzed in this context, however, representing only 13 percent of the total number.

Although the percentage differences are not great this age and activity relationship may be indicative of a mid-career (31-50) desire for a change, but fewer than in the younger and older age groups have the time and motivation to pursue an outside study program.

By level of education more of those who have less than a high school education are active in the program (88%) than for the other educational levels. (This is, however, a very small number of the total respondents (4%)). Sixty percent of the high school graduates are active and 70 percent of those with some college. If the potentially active are added for each of

these latter two groups (none with less than high school were potentially active) the active and potentially active represent 78 percent of the high school graduates and 81 percent of those with some college.

Of all the occupations represented, more craftsmen tend to be active (88%) in study and reading than any of the other occupational groups. Among clerical workers and public employees 71 percent of each group are active. Among the professional and managerial groups there tend to be fewer who are actively studying, 61 and 56 percent respectively, with 60 percent of the sales workers active. Sixty four percent of the housewives say they are active, with another 16 percent potentially active.

By sex more females than males are active in the program -- 70 percent of the females and 62 percent of the males. Adding those who are potentially active to each group -- 83 percent of the females are active and 70 percent of the males.

The other indicator of participation in the program, whether or not the respondent intends to take a CLEP exam, can be related to these same personal characteristics. At all ages (21-60 have large enough numbers to analyze) three fourths or more say they intend to take a CLEP exam. The slight variation of this percentage is a few less in the young 21-30 age group (73%) and a few more in the 51-60 age group (82%). In general then age does not intend to be a major factor in intent to take a CLEP exam.

Intent to take a CLEP exam does, however, increase as the level of education increases, from 71 percent of the less than high school graduates, to 77 percent of the high school graduates to 78 percent of those who have had some college courses.

As noted in the section earlier on active participation, 17 percent of those who intend to take a CLEP exam are not actively studying or reading. For occupations there is evidence that more Public employees intend to take

a CLEP exam than are active participants; this is also true of sales workers, professionals and clerical personnel but to a lesser extent. In other words, persons employed in these occupations intend to take a CLEP exam in more numbers than are actively engaged in studying. They may be confident of passing, intend to use the test as a diagnostic tool or have postponed a study program for the present.

More housewives on the other hand tend to be active in the program than intend to take the CLEP exam. In fact, fewer women, in general intend to take a CLEP exam (76%) than do the men respondents (84%).

Conclusions

In this effort to open a feed-back loop for participants in ISP, there was not a deluge of returned questionnaires which would allow a statistically valid statement that the program is or is not a success. The evidence, generated by analysis of the questionnaires received, does, however, permit some tentative statement about how well the program is succeeding and points to some aspects that need consideration.

With 70 percent of the respondents saying they have sufficient information about the program, the channels of information appear to be operating quite well. For the library's part, they are supplying adequate information to 80 percent of those who learn of the program there. This is certainly a very reasonable number of satisfied information seekers. Study guides and reading lists are in the hands of more than three-fourths of the respondents. Some few comments on the questionnaires indicate that this would be even greater if the respondents could get all materials -- study guides, reading lists and books -- delivered to them at home. With over two thirds indicating active reading and study and 40 percent using the branch library facilities, the program should be considered successful.

If the 68 percent who say they intend to take a CLEP exam do in fact do so, the expenditure on this service would certainly seem to be justified. Even if only the "hard core" students, those saying they intend to take a CLEP e and are judged to be actively involved (which accounts for 48 percent of the respondents) are benefited by their efforts, this could be termed a worthwhile program. There are judgments based on these responses alone, however, and should not be construed as a general assessment of the overall program.

It should not be overlooked that there are some negative comments about the service given in the libraries, mainly to the effect that the librarians should have and volunteer more information about the program in general and CLEP in particular. More help in gaining access to the materials was mentioned as well as specific comments about the fact that some branches do not have all the books required and the check out period is too short.

The requests for counseling services for assessing credit requirements for particular colleges may indicate that referral by librarians to counselors at local colleges may not be fully in operation. The stage at which students need college-specific counseling is perhaps difficult to determine unless more time could be devoted to individuals. As one respondent said: "I need a little more 'volunteered' information. I am sure the librarians could provide detailed help if students knew the right question."

The workshops, though not attended by almost three fourths of the respondents, appear to fulfill a need for those who do. The variety and time and place of these can only be a matter of scheduling judgment based upon the past offerings.

Perhaps the most important finding about the type of persons involved in ISP is that they are mainly students who have some college credits.

Whether this is an affect of the information available or whether those who already have some college realize the potential of the program more than persons with a high school or less level of education, has not been determined. If, however, adults in the population at large are the target group for the program, then college students have disproportionately responded to the media information.

The employed woman makes up such a large share of the respondents and the active participants that it is difficult not to conclude that this may be the group who will benefit most from such a program and that the services of the librarians, the workshop topics and schedules could perhaps be adapted to accommodate to their special needs.

Extrapolation to the larger population on the basis of this study has not been done here since the proportion of returns is inadequate statistically for generalizations. However, the nature of these extrapolations, for some sense of magnitude of demand on the resources of the library system by this special group, can be suggested by an example. One example is the finding that 40 percent of the respondents are using the branch libraries for study and reading. If this were a representative sample, it could be generalized that 40 percent of the 1,386 persons on the ISP mailing list as of September will be using the branch library facilities. This is 554 individuals. If a further conjecture were made, using the information that only 20 percent of those on the ISP mailing list first heard of the program through the library, 80 percent of the respondents are not regular patrons of the library. Therefore, there has been an increase of around 450 branch library users due to the initiation of ISP.

Questionnaire

1. How did you first hear about the Independent Study Program?

☐ Newspaper ☐ From a Friend

☐ Radio ☐ At work

☐ T V ☐ Other _____
Please specify

2. Have you been able to get as much information as you need about the College Level Examination Program (CLEP)?

☐ Yes ☐ No

3. Did you get a copy of any of the subject matter study guides and reading lists from a branch library?

☐ Yes ☐ No

4. If you have a study guide or reading list, are you presently using a branch library for reading and studying from them?

☐ Yes ☐ No

5. Have you used any books from the Dallas Public Library for your independent study?

☐ Yes ☐ No

5a. If you have not used any books from the Dallas Public Library, have you obtained books on the reading list from any other source?

☐ Yes ☐ No

5b. Where? _____

_____

6. Do you think you will take a CLEP exam for use in getting college credit?

☐ Yes ☐ No

7. If you do not expect to take the CLEP exam, are you using the study guides and reading lists for other purposes such as directed reading for:

☐ Personal Enrichment

☐ Job-related Information

☐ Other _____
Please specify

8. Have you requested information or advisory service from librarians about the study guides, reading lists or CLEP exams?

☐ Yes ☐ No

9. If you have requested information or service, what kind of help have you received from the librarians?

_____

_____

_____

10. What kind of help would you like to have from librarians related to your independent study program?

_____

_____

_____

11. Have you been able to attend any of the workshops sponsored by the ISP?

☐ Yes ☐ No

12. If you have attended one of the workshops, was it worth your time and effort to attend?

☐ Yes ☐ No

Why or why not? _____

_____

13. Is there some special way in which the library or librarians could help you make progress in your Independent Study Program? How? _____

_____

The following background information will aid us in making the program more responsive to your particular needs.

14. Please check the appropriate box by your age group.

☐ 18 or younger ☐ 31-40 ☐ 61 or older

☐ 19-20 ☐ 41-50

☐ 21-30 ☐ 51-60

15. Are you ☐ Male ☐ Female

16. What is your occupational status?

☐ Employed, full-time
☐ Employed, part-time
☐ Housewife, full-time
☐ Student
☐ Retired
☐ Unemployed at present

17. Please indicate the type of job you hold, full-time or part-time.

_____

_____

18. Please check the box by the highest grade (or year) of regular school you have attended.

☐ 1-6 grades (elementary)
☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
☐ 12
☐ Some college

15. Are you ☐ Male ☐ Female

16. What is your occupational status?

☐ Employed, full-time ☐ Student

☐ Employed, part-time ☐ Retired

☐ Housewife, full-time ☐ Unemployed at present

17. Please indicate the type of job you hold, full-time or part-time.

_____

_____

18. Please check the box by the highest grade (or year) of regular school you have attended.

☐ 1-6 grades (elementary) ☐ 10

☐ 7 ☐ 11

☐ 8 ☐ 12

☐ 9 ☐ Some college